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SERIES DEFINITION

This series includes positions involving professional work relating to the behavior, capacities, traits, interests and activities of human and animal organisms. This work may involve any one or a combination of the following functions: (1) experimenting with or systematically observing organisms to develop scientific principles or laws concerning the relationship of behavior to factors of environment, experience or physiology, or to develop practical applications of findings, (2) applying professional knowledges of psychological principles, theories, methods or data to practical situations and problems, and (3) providing consultative services or training in psychological principles, theories, methods, and techniques to advance knowledge of them and their appropriate use.

This standard supersedes the standard for this series which was issued in June 1959 and August 1961 and which was reprinted in October 1961.

OCCUPATIONAL INFORMATION

Psychologists are trained in and concerned with (1) describing how an organism behaves in an environment in response to internal and external stimuli, (2) determining the reasons for the behavior (e.g., heredity, present environment, past history and learning), and (3) predicting and, as appropriate, modifying behavior.

The behavior of organisms-in-environment includes sensing (seeing, hearing, etc.), perceiving (interpreting the environment), moving (walking, manipulating objects), learning and remembering, feeling and emoting, thinking, and problem solving, and socializing. Psychologists study these activities in organisms of any age, as individuals, as individuals in a group, or as a group of individuals. They may be concerned with "normal" behavior, or with aberrations of behavior, varying from slight to definitely abnormal deviations.

Psychologists describe behavior in terms of such motivating factors as external and internal stimuli, drives, motives, attitudes, interests, etc., and in terms of the neuropsychological or biochemical correlates of behavior. They view these motivating factors and behavior as the result of the interaction of hereditary and environmental factors.

Psychologists develop and use methods for accurately measuring behavior and the factors associated with it and for predicting and modifying behavior based on these measurements. They may try to modify or change the behavior of an individual in order to enable him to adjust better to his environment, or they may attempt to modify the environment to enable an individual or a group to adjust better to it.

All psychologists share a broad base of professional training which includes the concepts and use of experimental, observational and quantitative methods in the study of behavior. However, the breadth and diversity of the field are such that subject-matter or functional specialization (or both) is typical.

The field of psychology relates closely to many other fields. For instance, the statistical and mathematical methodology employed by psychologists is common to other disciplines. To illustrate: psychologists may construct mathematical models of the behavioral characteristics being studied. These mathematical models represent various units of behavior. They are modified by the addition or deletion of variables until the model provides an adequate (though highly simplified) representation of the behaviors being studied. Once established, the mathematical model may then be used for analyzing past behavior, or for understanding and interpreting patterns of behavior. Psychologists also employ established statistical methods in collecting data regarding the specific characteristics of a population under study.

Further, many of the problems studied by psychologists are also studied by psychiatrists, physiologists, neurologists, biochemists or zoologists, or by educators, social workers, lawyers, administrators, or engineers. The nature of this cross-discipline relationship is described further in that portion of the standard which discusses interdisciplinary positions.

Functions of the field

The functions of psychologists include (1) research, (2) direct services, (3) training, (4) consultation, and (5) administration. These are described briefly below:

1. *Research* involves the application of experimental, statistical, mathematical or other research techniques in the systematic investigation and study of the behavior, capacities, traits, interests, and activities of human beings and animals. Its purpose is to (a) advance psychological knowledge, (b) solve theoretical or practical problems, (c) furnish bases for the application of psychological data, methods, principles or techniques to the solution of problems encountered in direct services work. It includes (a) designing experiments, determining the composition of and establishing control and experimental groups, (b) developing methods of isolating and measuring the variables under study, and (c) defining the units of measurement.
2. *Direct services* involves the application of psychological principles, theories, methods, and techniques to the solution of problems. It includes work involving direct psychologist-client relationships in counseling, psychodiagnosis, and psychotherapy. It also includes work involving the production of tests or other personnel measurement or information-gathering devices such as rating scales, questionnaires, etc. or the application of established criteria to the solution of human factors engineering problems.
3. *Training* involves preparing and presenting, coordinating, or evaluating college level instruction in psychological principles, methods and techniques to increase and advance the knowledge and appropriate use of such techniques. It includes advice or coordination with colleges and universities or training institutions such as hospitals on educational programs and activities. The objective of this type of training is to provide an organized practicum in a specialized branch of psychology.

4. *Consultation* involves furnishing expert professional advice on the solution of problems, or on the feasibility and evaluation of projects, programs or plans in connection with research, direct services, or training.
5. *Administration* involves providing special staff assistance or overall guidance and direction to a major program for research or direct services. It also includes the analysis, evaluation, coordination, approval, and administration of research programs or projects, or grants-in-aid for training, that are carried out under grants to educational, research or other institutions.

These functions cut across the subject-matter specializations described below. An individual psychologist position may involve responsibility for one, more than one, or all of the functions listed.

Subject-matter specializations

The majority of the psychologists in the Federal service are engaged in research or nonresearch assignments in the following broad subject-matter areas: (1) clinical, (2) counseling, (3) personnel, and (4) engineering. These broad subject-matter areas, and representative patterns of nonresearch assignments, are described below.

- (1) *Clinical* psychology includes the psychological assessment, evaluation and treatment of patients with problems of personality, emotional adjustment, or mental illness. Clinical psychologists typically are assigned to psychiatric hospitals, psychiatric wards of general hospitals, or to community mental health clinics. In these situations they deal with patients with behavior problems or with those who have been diagnosed as psychiatric cases. Some are assigned to general hospitals where they furnish clinical psychology services to patients with acute, chronic or severe physical illnesses. In these situations clinical psychologists are concerned with patients' problems of adjustment to their illness, with vocational rehabilitation, etc. They assist these patients, through counseling and by the use of other psychotherapeutic techniques, to adjust to long-term illness and to changes in their patterns of living and working arising out of permanent disability.

Other clinical psychologists are assigned to neurology units, rehabilitation beds, Nursing Home Services, medical services, surgical services, extended care programs, and domiciliaries. In these assignments they are concerned with differential evaluation of psychological factors as related to diagnosis and treatment, and perform the psychotherapeutic functions necessary for rehabilitation.

One of the functions of clinical psychologists is to administer and interpret psychological tests which are used for diagnosing mental and personality disorders, and for differentiating between organic and functional causes of behavior disorders. Data derived from psychological tests are used to determine physical and psychological diagnoses and assist the patient-care team in developing the appropriate course of treatment.

Clinical psychologists perform psychotherapy with patients, either through individual sessions or through group therapy sessions. They utilize one or more therapeutic techniques: analytic, existential, nondirective, behavior modification, etc.

Psychologists in the clinical setting commonly participate in a patient-care team which includes a physician, social worker, nurse, and others. This team determines the course and nature of a patient's psychotherapy treatment. As a member of the team a clinical psychologist may be responsible only for psychological assessment and evaluation of the patient; or he may also carry out individual or group therapy. In some cases, he may be responsible for serving as a resource person for all members of the patient-care team in creating a psychotherapeutic environment on the ward or in the hospital, and for advising other staff members on problems arising in the course of their dealings with patients.

Clinical psychologists usually work with a psychiatrist or general medical officer who is responsible for the medical care of the patient. In some situations, psychiatrists are responsible for the psychological treatment of the patient. In these situations the clinical psychologist serves as a consulting member of patient-care team. In other situations, the clinical psychologist is responsible for the psychological treatment of the patient, referring medical problems to a medical officer.

- (2) *Counseling* psychology includes the educational, vocational and rehabilitation counseling of the physically or mentally handicapped or others in need of or seeking vocational guidance. Counseling psychologists in the Federal service are principally employed in connection with the educational counseling of veterans and non-disabled war orphans who are entitled to receive educational benefits from the Federal Government, or with vocational counseling of physically and mentally disabled veterans or others who are entitled to vocational rehabilitation benefits.

Counseling psychologists help the client to (a) learn about his abilities, capacities, interests, goals and personality needs, (b) identify and explore educational and vocational possibilities, and (c) select from among them the goals that are appropriate to his personal needs, characteristics and circumstances. They also help the client develop realistic education, training, and career plans for achieving these goals. As necessary, counseling psychologists help clients modify attitudes, feelings, or behavior patterns that interfere with their making progress in educational, vocational or rehabilitation planning.

Psychologists assist the client in arriving at considered decisions and choices regarding the educational, vocational or rehabilitation problems he currently faces. They also help him learn the bases for making valid decisions when he is confronted later by other educational and vocational choice situations.

Counseling psychologists have, in addition to their basic education and training in psychology, specialized knowledge about occupations and occupational trends, and about educational facilities and programs. They are familiar with the physical, mental, educational, and

experience requirements of various occupations and with interrelationships among occupations. They know specialized training resources and other community facilities for rehabilitating the handicapped.

- (3) *Personnel* psychology includes the development of measurement concepts and tools including written tests, oral examinations, methods for measuring and evaluating experience, employment references, current job achievement, employee attitudes, etc. These concepts and tools are applied in the recruitment, selection, and retention of employees, and in employee training and development, employee-management relations, performance evaluation, job analysis, and similar personnel management processes. The majority of the Federal positions in personnel psychology are engaged in basic or applied research, rather than in direct services work. Some positions, however, combine research work with responsibility for providing advisory service, or serving as consultants to management officials regarding the appropriate uses and limitations of personnel measurement devices, or survey techniques in gathering data for use in (a) organization planning, (b) recruitment, selection, development and full utilization of staff, or (c) development of measures of employee morale, productivity, or similar matters.
- (4) *Engineering* psychology includes the study of human capabilities and limitations in relation to the operation or control of machines and equipment including but not limited to weapons and communications controls, spacecraft, aircraft or other vehicle controls, displays, signal detection and processing, information processing centers and training devices. The majority of the engineering psychologist positions in the Federal service are engaged in basic or applied research which, frequently, is carried out on a team basis with professional staff from other disciplines. A few engineering psychologists provide advisory or consulting services to technical program managers. These services relate to the engineering psychology considerations in such matters as the feasibility of proposed projects; or the desirability of expanding the production or curtailing the procurement of hardware items.

In addition, some psychologists in the Federal service are engaged in research work in experimental or physiological psychology. These psychologists carry out studies in such areas as sensation, perception, psychomotor behavior, learning, motivation, psychophysics, psychopharmacology, decision processes, communications, and neural functions, or the behavioral effect of such factors as fatigue, stress, vigilance, disease, age, or metabolism.

Still other psychologists engage in research in social psychology. Their studies may include interaction in normal and psychotherapeutic groups, motivation and morale affecting group performance, group problem solving, effectiveness of small groups, effects of social stress and similar matters.

Typically, research in these areas is highly particularized to one aspect of the field of experimental and physiological or social psychology. Since these research positions typically are staffed on the basis of the intensity of the psychologist's knowledge of and experience in that aspect of the specialization which comprises his research assignment, the establishment of broad specializations

to cover the academically recognized fields of experimental and physiological or social psychology is not necessary for personnel management purposes.

The perimeters of the above described specializations are not absolute. Depending on the nature and requirements of the psychological phenomena being studied, or the problems to be solved, a psychologist identified with one specialization may engage in professional work involving more than one specialization of the field. To illustrate: Clinical psychologists may engage in vocational counseling as a part of the overall plan of therapy for an emotionally disturbed client. Counseling psychologists may engage in therapeutic counseling with clients whose attitudes are such as to interfere with realistic evaluation and mobilization and use of their personal resources. Similarly, experimental or physiological psychologists may carry out basic or applied research relating to man's psychological capability to adapt to the long periods of relative physical inactivity and isolation involved in space flights, including consideration of the impact of the space vehicle environment on his psychological responses.

INTERDISCIPLINARY POSITIONS

Some work in the field of psychology is, by its very nature, interdisciplinary. For example, research in the development or evaluation of man-machine systems may be carried out (1) by engineers who are highly knowledgeable in those functions in the design of complex man-machine systems which should be fully automated and those which can be better performed by man, (2) by physiologists who are highly knowledgeable about the psychological responses and biological activities and processes of man as these relate to and are affected by the machine environment, and (3) by psychologists who are professionally informed about man's behavioral capacities, abilities and motivations in relation to the requirements and design of the machine. The proper occupational identity for such positions may be determined by applying the principles pertaining to the classification of interdisciplinary positions in the [Introduction to Position Classification Standards](#).

RESEARCH VS. NONRESEARCH POSITIONS

At full performance levels all psychologists keep abreast of the results of research in their particular areas of specialization. Psychologists in direct services work apply research findings in the analysis and interpretation of their observations and in the solution of the professional problems presented by their assignments. They may participate in, and make valuable contributions to, research projects (1) by providing observations and data to researchers, (2) by validating research findings through study of patient or other populations, and (3) by providing "feedback" to researchers on results obtained in the application of research findings.

Some psychologists engage in both direct services and research work. In this situation, the evaluation of the position should take into account (1) the primary purpose of the position, and (2) the nature and extent of both the direct services and the research assignments. For a fuller discussion of the distinction between research and nonresearch functions, see the introductory portions of the [Research Grade-Evaluation Guide](#).

PROFESSIONAL VS. TECHNICIAN POSITIONS

The distinction between positions which require full professional knowledge and competence in psychology and those which do not is not always obvious. The decision to classify a given position to this series or to the [Psychology Technician Series, GS-181](#), should be based on whether the position requires the fundamental principles and theoretical concepts of psychology.

Psychologists apply the fundamental principles of their profession to the analysis, interpretation and solution of theoretical and practical problems. They organize, analyze, interpret, evaluate, and report on behavioral and environmental factors and assess or predict their interaction under varying conditions. Psychology technicians, on the other hand, perform work that does not require the knowledge and application of the basic professional theories and principles. For example, some technicians gather and organize data in accordance with a predetermined research plan, for subsequent analysis and interpretation by a psychologist. Other technicians may assist a psychologist by administering or scoring tests in accordance with clearly defined procedures; in such cases, the interpretation of test scores or results, however, is the responsibility of the psychologist.

Only those positions which, at full performance levels, require the application of these professional knowledges and skills of the field of psychology should be included in this series.

AUTHORIZED TITLES

The following titles are authorized for use for positions in this series:

Psychologist

Counseling Psychologist

Clinical Psychologist

Engineering Psychologist

Personnel Psychologist

The title *Psychologist* is appropriate for those positions which include work in two or more specializations when no one specialization predominates, or for those positions which are not appropriately classifiable to any established specialization.

Positions that are classified by reference to the [Research Grade-Evaluation Guide](#) will be further identified by the addition of the term "Research" to the authorized title, e.g., Clinical Research Psychologist.

Positions that include supervisory duties and responsibilities that meet the definition of a supervisor in the [General Schedule Supervisory Guide](#) will be identified by the addition of the prefix "Supervisory" to the position title. Psychologist positions charged with team leadership in the accomplishment of a particular research or operational project may not include continuing supervisory responsibilities of such magnitude as to meet the supervisory definition. In such circumstances the supervisory title is not to be used.

COVERAGE OF THIS STANDARD

Positions which are primarily concerned with basic or applied research are not covered by this standard. They are classified by reference to the [Research Grade-Evaluation Guide](#).

Positions which are primarily concerned with research or training grants administration are not covered by this standard. They are by reference to the [Research Grants Evaluation Guide](#).

The classification criteria which follow apply to nonsupervisory psychologist positions which are primarily engaged in direct services, training, and consultation functions.

CRITERIA USED FOR GRADE-LEVEL DISTINCTION

This standard distinguishes among grade levels on the basis of two broad classification factors, i.e., (1) *Nature of Assignments*, and (2) *Level of Responsibility*.

Nature of assignments

Psychologists apply basic psychological theories and principles, and specialized methodologies and techniques in a wide variety of settings and circumstances. Above the entrance levels they utilize, in addition to their professional knowledge and skill, knowledge of specific subject-matter areas.

For example, counseling and clinical psychologists must be familiar with the family, social, and economic forces that affect their clients and patients. They must know the practices and policies of their employing agencies, entitlements of beneficiaries to agency service, the role and functions of the psychologist in the patient-care team, community and social resources, and local employment conditions, etc.

Personnel and engineering psychologists also apply training and experience in their specialized fields of psychology to the subject-matter problems of their employing agency. In the personnel field, such subject-matter knowledge includes the various occupations and kinds of jobs for which the agency recruits, selects, promotes, retains, and motivates personnel, and special problems arising from geographical location, organizational peculiarities, etc. Engineering psychologists use a knowledge of the agency's equipment, man-machine systems, operational requirements, etc.

The nature of the assignment of a psychologist may vary either as a result of the experience, training, and skill that he brings to his job, or as a result of functional or organizational limitations affecting the job. For example, some clinical psychologists may be assigned individual patients with a request for psychological assessment of such patients. Others may carry out specific psychotherapy techniques and procedures as directed by their superiors. Still others may serve as consultants working with other hospital or clinical staff to guide them in carrying out therapy.

Counseling psychologists may be assigned to carry out educational and vocational counseling with clients whose need is for assistance with a relatively clearly delimited problem. Others may be assigned to counsel severely disabled clients whose limited capacities, nonadaptive attitudes, etc., present highly complex vocational rehabilitation problems.

Assignments of personnel or engineering psychologists may vary from working on a problem representing a variation on a situation fully covered by precedent (such as alternate versions of previously validated achievement tests), to furnishing the answers to problems involving man-machine relationships in a new weapons system.

Level of responsibility

Psychologists exercise varying degrees of responsibility in carrying out their assignments. This factor covers such considerations as the psychologist's responsibility for planning the course of therapy for individual patients as opposed to carrying out a program developed by his superior, or the degree to which an engineering psychologist is responsible for recommendations concerning solutions to operating problems.

The *Nature of Assignments* and the *Level of Responsibility* are influenced by the professional stature and experience of the psychologist. If a psychologist is widely recognized as an authority in a specialized area of his field, such as the differentiation of functional from organic causes of aberrant behavior, or in the development of examining instruments and techniques for newly emerging occupations, he can generally be expected to function at a higher level of responsibility than a psychologist whose professional standing is at the same level as that of his colleagues. Therefore, professional stature is used in this standard to help in evaluating both the nature of the assignment and the level of responsibility delegated to the psychologist whose position is under consideration.

NOTES TO USERS OF THIS STANDARD

1. The nature of this profession is such that there is an unusual opportunity for the psychologist to affect the dimensions of his assignment. The breadth and depth of knowledge and experience and the professional insight and expertness which he brings to his work has a direct bearing on (a) the kind of assignment he is given, (b) the effectiveness with which he accomplishes his work, and (c) the degree to which his work is recognized, his judgment sought, and his advice and counsel given weight in the professional community in which he works. The classification criteria in this standard are intended to provide a measure of these

considerations. In order to insure that the influence of these relationships is considered in its proper perspective, the evaluation of a psychologist's position should be based on a sufficient span of time to reflect the norm of his assignments. It should not be based on an isolated or atypical case or situation.

2. The evaluation of supervisory psychologist positions requires particular care. For positions at full professional levels, the working relationship between supervisor and staff member typically is consultative and collaborative rather than "directive" in nature. Most of the work of the nonsupervisory psychologist is "self-generating" and is susceptible of review only in terms of the results obtained. The criteria set forth in the [General Schedule Supervisory Guide](#) must be applied with this in mind. The final decision as to the appropriate grade level for supervisory psychologist positions should be based on careful analysis of both the similarities and differences between the work situation and setting of the position and the general conditions contemplated in the General Schedule Supervisory Guide.
3. These grade-level guides do not provide criteria for the evaluation of psychologist positions at bureau or departmental levels that operate in a staff capacity in planning or in providing policy direction, guidance and review to programs at lower organizational echelons. Criteria covering these types of positions are not included because of the diverse nature of the organizations and programs in which such positions are found. However, the criteria in this standard can be helpful in appraising the professional (as opposed to administrative) judgment inherently demanded by such assignments.
4. These grade-level guides do not provide criteria for the evaluation of positions above the GS-13 level. The absence of descriptions of grades GS-14 and GS-15 is not intended to preclude the evaluation of individual nonsupervisory psychologist positions to these levels provided the nature of the work assignment and the level of responsibility of a position clearly exceeds that described at the GS-13 level in this standard. Criteria for grades GS-14 and GS-15 have not been included because the diversity and highly individualized nature of the nonsupervisory assignments characteristic of positions properly classifiable to these levels is such as to make it impractical to draw clear grade-level distinctions.
5. Similarly, these grade-level guides do not include description of nonresearch assignments in personnel or engineering psychology at grades above GS-11. "Operational" assignments in these specializations at GS-12 and higher grades typically are diverse and nonrecurring. They involve the application or evaluation of new techniques and approaches. They frequently result in refinements or improvements in existing methods and techniques or in the development of new techniques and methods. Some positions in engineering psychology involve developmental work of the kind described in the [Equipment Development Grade-Evaluation Guide](#); such positions should be evaluated by reference to the criteria contained in that standard.

PSYCHOLOGIST, GS-0180-05

This is the beginning trainee level for professional work in psychology.

Nature of assignments

GS-5 assignments are planned to provide orientation to the policies, programs, techniques, and operations of the organization. Typical duties include searching files, libraries or other sources of information, published or unpublished, for designated topics and assembling data relevant to studies in progress; making or recording observations during experiments when the phenomena are readily identifiable and observable; assisting in training and conditioning laboratory animals; interviewing and obtaining data from clients or participants in research investigations, drafting test items in accordance with specific criteria or clear precedents; administering objective tests, performing statistical computations; etc.

Level of responsibility

Supervisory controls over GS-5 psychologists are close and specific, and are designed to provide increasingly more responsible experience and training to the employee.

PSYCHOLOGIST, GS-0180-07

As developmental assignments, GS-7 psychologists perform the less difficult and more routine professional tasks that are supportive to work performed by higher-level psychologists in one or another of the specialized fields of psychology. GS-7 assignments differ from those at GS-5 by increased responsibility for exercising judgment in the performance of the work.

Nature of assignments

For example, GS-7 psychologists search published sources to develop bibliographies bearing on specific topics. They examine articles and abstracts and prepare comments on their pertinence or value.

GS-7 psychologists collect data through periodic observation of animal or human subjects, setting up and monitoring specialized apparatus and assuring that it is functioning properly. They administer and score a wide variety of objective tests of intelligence, achievement, aptitude and interest. They do not administer or score projective tests or psychological tests calling for a high degree of judgment in interpreting the results, or tests which are based on a need for critical observation, or broad knowledge and experience. In administering tests for research, counseling or clinical purposes, they must be familiar with and carefully follow the prescribed testing procedures, to insure standardized conditions.

GS-7 psychologists also interview experimental subjects, counseling and clinical clients, employees, and others in order to obtain specific factual data or opinions on specific issues. They observe and note significant behavior and modes of response in the test or interview situation, and assess whether any circumstances in the situation will invalidate or significantly affect the data

obtained. They compare test scores and interview responses, compare results with established norms, and present factual data to be used in interpretation of achievement, maturity, mental ability, etc.

GS-7 psychologists construct testing and other measurement devices and questionnaires that parallel existing instruments or for which prototype specifications exist. They draft and revise test and questionnaire items, gather data on performance of sample groups and results, and carry out preliminary statistical analyses in connection with the standardization and validation of items.

GS-7 psychologists work mainly with such sources as the psychological literature, previous tests and test items, work-sample data, questionnaire results, etc.

Level of responsibility

This is the advanced trainee level. Work assignments are selected to combine performance of productive work with supervised on-the-job training in both the judgmental and methodological aspects of the work. Assignments become progressively more difficult as the incumbent's knowledge and experience advance. Typically, assignments are accompanied by a discussion of the purpose and scope of the work and of the scientific and methodological issues which may be anticipated. Within this framework the GS-7 psychologist plans the approach to the assignment and applies established standard methods in the accomplishment of the work.

A psychologist of higher grade is available to provide guidance as questions arise in the course of the work. Depending on the nature of the assignment, a psychologist of higher grade may check the methodology or review the judgmental aspects of the work through discussions at various stages of completion.

Completed work is reviewed in detail for adherence to instructions, completeness, accuracy, and thoroughness in the application of established methods and in the reporting of field observations or results. Work is reviewed particularly for evidence of understanding of the appropriate uses and limitations of the various techniques involved and for grasp of the fundamental scientific concepts of the field, as an essential to further professional development.

Personal work contacts at this level are usually confined to the exchange of information relating to a specific assignment or project.

PSYCHOLOGIST, GS-0180-09

GS-9 level assignments are selected to further the professional growth and development of the psychologist by providing breadth or depth of experience in applying the concepts, theories, methods and techniques appropriate to the specialization involved. GS-9 psychologists develop factual data for the use of their superiors. These assignments differ from those at the GS-7 level in that, at the GS-9, psychologists make preliminary interpretations of the validity and significance of

the data. Also, at the GS-9 level psychologists begin to function with professional independence in the client contacts involved in their assignments.

Nature of assignments

In the counseling situation, GS-9 psychologists provide factual data to clients concerning their aptitudes, interests, abilities, and achievement levels as revealed by objective tests, information concerning occupational characteristics and requirements, job opportunities, relative salaries, etc., and information regarding appropriate educational institutions, their programs and requirements. Usually, clients for whom these services are rendered have the capacity to accept, understand, and act on facts with little need for psychologically structured help in interpreting these facts; they do not have mental or physical disabilities that present serious problems in vocational or educational choice or personal adjustment. GS-9 psychologists select an appropriate combination of standard objective tests, administer and score the tests and interpret them to the client in terms of the relationship of the intelligence, interests, attitudes and aptitudes so revealed to occupational and educational requirements.

In a clinical situation GS-9 psychologists (in addition to administering and scoring a wide variety of standardized group and individual tests, which is typical of the GS-7 level) also, under very close review, may administer and interpret projective tests such as the Rorschach and Thematic Apperception Tests. In consultation with more experienced psychologists they evaluate overall patterns of personality-related characteristics revealed by tests. Patients assigned to GS-9 psychologists have been judged by more experienced psychologists as not likely to present unusual problems of evaluation.

GS-9 engineering, social, and personnel psychologists typically assist in the solution of operational problems by carrying out segments of problem-solving projects that have been planned and structured by higher-grade psychologists. As assistants to higher grade psychologists, GS-9 psychologists participate in and contribute ideas and suggestions to such aspects of the project as problem identification, formulation of the hypothesis for the solution of the problem, data collection, and final interpretation of results. They make a thorough search of the professional literature to locate, and make a critical evaluation of relevant previous work, methods used, and results obtained. They make recommendations for the design and methodology of the aspects of the project to which they are assigned. Upon approval of the design and methodology, they set up equipment, design questionnaire or other data-collection instruments. They collect, record, and analyze information, and make a preliminary interpretation of results.

In some situations the projects to which GS-9 psychologists are assigned are self-contained rather than being parts of a larger project. In these circumstances the hypothesis has been established, and the products are to be used to measure specific proficiencies, achievements, or clearly defined attitudes, opinions, or judgments.

In the engineering psychology field such a project might consist of a study of the placement of monitor and control dials in a piece of equipment which is a further development or improvement of previous similar pieces of equipment. The GS-9 psychologist has available to him the data, reports, and experiences derived from previous studies. He follows the established protocol, and uses a similar statistical analysis.

Level of responsibility

GS-9 level assignments typically are accompanied by a definition of the problems involved and discussion of the objectives to be met, but are not accompanied by detailed preliminary instructions regarding sources of information or the techniques or methods to be employed. GS-9 psychologists are expected to plan their own work and follow established techniques in its accomplishment. However, the supervisor or other psychologist of higher grade is available to provide guidance should problems not previously encountered arise in the course of the work.

Proposed courses of action are reviewed in detail for completeness, adequacy of planning, appropriateness of the methods or techniques to be employed, reasonableness of scheduling and appropriateness of the conclusions and recommendations drawn from the data developed.

Psychologist-client contacts are not susceptible of detailed review. Contacts with other psychologists or representatives of other fields of science are for the purpose of exchanging information and opinions regarding the substance of the assignment or of discussing the solution to problems encountered in assignments of the type described above. Psychologists GS-9 also attend professional conferences and seminars for further training purposes. GS-9 psychologists are relied upon to recognize and refer to their supervisors those questions which are beyond the scope of their knowledge or the limits of their assigned responsibility.

PSYCHOLOGIST, GS-0180-11

GS-11 psychologists have full professional responsibility in the work area assigned. In comparison with the GS-9 level, GS-11 psychologists are responsible for the results achieved, rather than for following specific procedures and techniques in achieving them.

Nature of assignments

GS-11 counseling psychologists deal with clients who represent a wide variety of vocational, educational, and disability problems, although normally not including disabilities with serious handicapping effects that require long-range vocational rehabilitation. Clients usually require skilled counseling assistance to enable them to receive, assimilate, and make realistic educational and vocational choices. GS-11 counseling psychologists are responsible for the analysis and interpretation of complete psychological data concerning the client, and for assessing factors of personality structure and dynamics as they affect findings of aptitudes and interests. They guide the client to a realistic appraisal of his problems, and to an understanding and acceptance of his limitations and capabilities as they affect educational and vocational goals. They help the client to consider the choices available to him in terms of his needs and circumstances, and to develop appropriate vocational or educational programs. In furthering the client's program, they work with vocational rehabilitation specialists, the faculty of educational institutions, and with employers.

In a hospital setting, GS-11 counseling psychologists engaged in rehabilitative counseling assign and evaluate patient work performance in the hospital or provide professional advice and consultation to other hospital personnel concerning vocational aptitudes, work habits and the occupational prognosis, and plans of the patient.

GS-11 counseling psychologists recognize when a client's problems of personal adjustment, including adjustment to chronic illness, permanent physical handicaps, or severe mental disturbance, preclude successful vocational or educational counseling. Typically, they refer clients requiring personal adjustment counseling to psychologists of higher grade or to other governmental or community facilities. In some situations, GS-11 psychologists employ counseling and therapeutic techniques over an extended period of time in order to help the client recognize and resolve problems relating to his attitudes towards himself, family, supervisors, etc., that affect his vocational, educational, or life adjustment. Such personal adjustment counseling is carried out subject to review and guidance by psychologists of higher grade based upon, for example, taped recordings of counseling sessions or detailed presentations of interview content and the client's attitudes and responses.

GS-11 clinical psychologists serve as members of a patient treatment unit where they perform psychological diagnosis and treatment; and participate in staff discussions of patient diagnosis, treatment, and progress. They carry out clinical psychological work in testing and assessment of personality and in individual and group psychotherapy. Some may also devote a portion of their time to the conduct of independent research studies, participate in the training of trainees or

provide consultation on psychological matters to other professional and nonprofessional staff in the hospitals. GS-11 clinical psychologists work with a representative cross-section of the patient population in their work assignment unit. They use the full range of diagnostic tests for psychological assessment, and employ generally accepted psychotherapy techniques.

GS-11 engineering or personnel psychologists are assigned to projects such as (1) analyzing human capabilities and limitations in the operation or monitoring of specific machine functions in a man-machine function, (2) planning a survey of a defined population to determine attitudes and reactions to alternate forms of social or occupational organization, or (3) conducting a study to determine the predictive usefulness of existing tests for specific occupations. They exercise professional judgment and creativity in applying existing theory and available methods and precedents to the conditions and needs of a specific project. Studies typical of grade GS-11 do not involve the development of novel instruments, methods, or criteria, but the adaptation of types which have had previous successful use in similar situations. GS-11 psychologists evaluate data and reports of previous studies, analyze the results, and determine their applicability to the present project. They develop plans for the study, experimental models, proposed tests, and questionnaires; carry out statistical and other kinds of validation studies; assess results and judge their applicability and value to the problem; and make recommendations and reports to their superiors.

Level of responsibility

GS-11 psychologists typically work under the guidance and review of more experienced psychologists. Within the framework of their defined assignments they are responsible for carrying out their professional duties in accordance with generally accepted psychological theories, methods, techniques, and practices. They are professionally responsible for the application of standard and accepted theories, methods, techniques, and practices in their specialized field of psychology, for the accuracy and reliability of the data obtained, and for the basic recommendations made. They receive guidance and consultation from their superiors in areas that involve the interpretation of factual data and its application to specific cases and agency experience and practice.

The personal contact work of GS-11 psychologists is important both to the scientific effectiveness and public acceptance of their work. These contacts may include, but are not limited to, contacts with professionals in their own or related scientific fields for purposes of (a) consultation regarding projects within their area of responsibility, (b) collaboration, as a responsible staff member in the evaluation of proposed new methods or techniques, or (c) cooperation in collecting and reporting data for research purposes.

PSYCHOLOGIST, GS-0180-12

GS-12 psychologists carry out the full range of work in their specialized area and are professionally responsible for the soundness and validity of their recommendations, reports, and services.

GS-12 psychologist positions differ from those of lower levels in that work assignments cover the range of problems in their specialized field, require the use of a broader range of techniques and methods, and are performed with less need for consultation with superiors.

Nature of assignments

GS-12 counseling psychologists provide psychological services to a broad range of clients presenting many combinations of vocational education, physical, and emotional disability problems. They are responsible for managing all but the most specialized of personality assessment or evaluation that is likely to arise in the counseling situation. They recognize the need for personal adjustment counseling and may provide such counseling over a period of time with professional responsibility.

GS-12 counseling psychologists are responsible for clients requiring special rehabilitation techniques and resources such as (1) those with serious multiple disabilities, (2) those who are homebound because of their disabilities, (3) those who have seriously incapacitating reactions to their physical disabilities, and (4) those who have a long history of chronic mental disability and inability to adjust to social and occupational requirements. Many of these clients require skillful assistance through a variety of therapeutic counseling techniques.

GS-12 counseling psychologists are responsible for making professionally sound recommendations on such critical matters as feasibility of education, training, and rehabilitation, desirability of hospitalization, or need of intensive psychotherapeutic intervention.

When assigned to work in a hospital, GS-12 counseling psychologists are responsible for vocational rehabilitation assessment, counseling, and vocational placement activities for all types of patients. They may arrange developmental work assignments for convalescing patients using all available hospital resources. They may provide consultative advice to work supervisors in these settings. Counseling psychologists at this level may participate in training of psychology graduate students and consult with other professionals in matters pertaining to counseling and rehabilitation. Some may also conduct research in counseling psychology.

At this level counseling psychologists carry out the full range of vocational, and education counseling services, practices, and techniques. Their assignments differ from those characteristic of GS-11 in terms of the broad range of clients with whom they deal. They typically provide extended personal adjustment counseling services for those clients requiring such counseling rather than referring them to others once the need has been recognized.

GS-12 clinical psychologists typically perform psychodiagnosis and psychotherapy at a level of professional maturity for the full range of mentally disturbed patients normally found in psychiatric or general medical hospitals or in community mental health centers. They make psychological assessments, and present diagnostic and treatment recommendations to the professional team which includes physicians, social workers, and nursing staff. They participate as full members of the team in formulating patient treatment plans, contributing their knowledge of psychological and personality assessment and evaluation.

GS-12 clinical psychologists utilize any therapeutic technique or combination of techniques indicated by the specific needs of the patient. They organize, structure, and conduct group therapy sessions, consulting with the professional treatment team on the selection of patients and objectives to be sought.

Level of responsibility

GS-12 psychologists operate as mature professionals in their particular areas of assignment. The nature of their responsibility is similar to that described at the preceding level. The responsibility of the psychologist is enhanced, however, by the seriousness of the problems they are called upon to solve at grade GS-12, the diversity and complexity of the methods and techniques employed, and the breadth and depth of knowledge which they must employ in resolving the problems posed by their assignments.

Typically, the course of action decided upon by the GS-12 psychologist is accepted as being professionally sound in light of current scientific information. Working relationships with their superiors are largely consultative. They keep their superiors informed of the status and progress of individual cases and projects. They may seek advice from senior specialists on unusual or uniquely complex client responses, and similar matters, or on matters of agency policy, practice, and requirements.

Personal work contacts are similar to those at GS-11. They are enhanced in importance by the greater complexity of the subject matter dealt with, and the added weight which is given to the observations of psychologists occupying positions at this level. Some GS-12 psychologists may make presentations to psychologists who are in internship programs.

PSYCHOLOGIST, GS-0180-13

GS-13 psychologists are characteristically highly skilled in the delivery of professional services and serve as resource people to other psychologists, staff members, and operating officials. They work with full professional responsibility for their actions and advice. Positions at this level differ from GS-12 psychologist positions in the complexity of the cases assigned and in their being called upon to serve as advisers, consultants, and resource people to other persons concerned with patient treatment and care.

Nature of assignments

GS-13 nonsupervisory counseling psychologists provide highly skilled counseling services to clients with difficult and complex problems of personal adjustment or vocational rehabilitation. They typically deal with such clients as:

- (1) multiple paraplegics or other homebound clients, who have severe emotional or family relations problems resulting from their disability;
- (2) chronic mentally disturbed patients or alcoholics; or
- (3) mentally disturbed or other clients with a long history of unsatisfactory vocational adjustments.

Such counseling psychologists see clients who are either initially assigned to them or who are referred to them by other staff psychologists who are not as experienced in counseling such difficult cases. GS-13 counseling psychologists also serve as advisers to other staff members who are working with clients having problems of the type described above.

GS-13 counseling psychologists establish and maintain effective working relationships with other related professional services and activities of the organization. This includes establishing and maintaining effective liaison with Government and private agencies and potential employers to aid in vocational placement and rehabilitation of acutely or chronically disabled persons.

Some GS-13 psychologists are responsible for providing all psychological services to a special rehabilitation unit such as a sheltered workshop, an incentive therapy program, or a special exit rehabilitation program. They provide professional training to psychology students and other staff as appropriate in all matters pertaining to counseling psychology.

GS-13 clinical psychologists have overall responsibility for providing the full range of psychological services in a given work area; for example, a specified number or kind of bed patients, or a population area for outpatient services. Examples of responsibilities at GS-13 include responsibilities for all psychology services for (1) a minimum of 30 patients on a psychiatric unit, (2) a specified number of medical patients, surgical patients, (3) a Day Treatment Center, (4) Day Hospital, (5) admissions programs, (6) specialty programs such as spinal cord injury, restoration center, extended care, nursing home unit, or (7) to patients considered for or undergoing renal dialysis, heart surgery, or organ transplant. These GS-13 clinical psychologists serve as consultants to other staff clinical psychologists, psychiatrists, neurologists, nurses, social workers, nursing assistant staff, and other staff in their given work area. They promote and preserve a psychotherapeutic atmosphere among the professional treatment staff, participate in developing treatment programs for patients, and advise and consult with all levels of professional staff concerning psychological characteristics and behavior changes of clients. For example, they provide advice regarding appropriate staff responses toward a patient or specific environmental factors which will stimulate more self-reliance, reduce anxiety, or achieve more socially adaptable behavior patterns.

GS-13 clinical psychologists may be assigned special program responsibilities in areas such as training, program coordination, research or consultation. Training responsibilities at the GS-13 level include planning professional aspects of training for psychology trainees within the given work unit to which the psychologist is assigned. Program evaluation may include special research-investigation designed to test program effectiveness. Consultation includes consultation to community resources and/or to segments of the organization other than those to which he is primarily assigned.

GS-13 clinical psychologists may also function as an authoritative source of information in a specialized area of clinical psychology, such as the use and interpretation of tests to differentiate between functional and organic damage to the patient, the organization and conduct of group therapy sessions for schizophrenics, the management of out-patients, etc. GS-13 clinical psychologists with this kind of assignment are recognized among the staff as highly knowledgeable in their field. They play a key role in the total clinical psychology program and are frequently consulted by many members of the staff on problems related to their specialized field.

Such clinical psychologists are recognized as skillful in using many kinds of therapy techniques, based upon their judgment of the patient's needs, length of patient's stay in the hospital, etc. They perform their functions in a mature fashion with full professional responsibility for the psychological treatment plan for the patient.

Level of responsibility

GS-13 psychologists exercise full professional responsibility for their findings, interpretations, decision, recommendations and reports. They keep abreast of new concepts and techniques in their specialty areas and apply them as appropriate in direct services work. They must be thoroughly familiar with all aspects of their employing agencies' policies, program objectives, and established practices as these affect the psychology program. They act with full professional authority within those policies, precedents, etc. They are responsible for recognizing the need for further development or modification of accepted policies and procedures, for recognizing the professional and administrative implications involved in such changes, and for making proposals and recommendations.

GS-13 counseling psychologists are specialists in dealing with clients who have complex vocational rehabilitation or personal adjustment problems. As such their advice and counsel is sought and their opinion given weight by their peers both within and outside their employing agency. They frequently work in collaboration with their counterparts in State, city or private organizations in seeking solutions to particularly complex vocational rehabilitation or adjustment cases or problems.

GS-13 clinical psychologists typically serve as leaders in a patient-care team, including representatives of their medical-care disciplines. They speak and deal responsibly concerning professional and scientific matters in their specialized subject-matter area both within and beyond their own organization. The findings, conclusions or recommendations of psychologists at GS-13

are accepted as being professionally sound and are given substantial weight by their professional and organizational superiors.